



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

CURRENT EDUCATIONAL LITERATURE

To Ancient Greek Through Modern. No! By PROF. PAUL SHOREY, Forum, January, 1895.

A New Aid to Education: Travelling Libraries. WM. R. EASTMAN, Forum, January, 1895.

The Increasing Cost of Collegiate Education. C. F. THWING, Forum, January, 1895.

The Architecture of the Schoolhouses. By C. HOWARD WALKER, Atlantic Monthly, December, 1894.

First Attacks on the Mother Tongue, By PROF. JAMES SULLY, Popular Science Monthly, February, 1895.

It is now recognized that a child's first imitative talk, which might be described as monepic or single-worded—as "wow-wow," "dow" (down)—is essentially vague in so far as the word-sound used covers a number of our meanings. Thus "wow-wow" may mean "the dog is there," or "the dog is doing something," or "I want (or, possibly, don't want) the dog." These words are "sentence-words"—that is, they are meant to convey a whole process of thought. Only the thought is as yet only half formed or germinal in the degree of its differentiation. Thus it is fairly certain that when the child wants you to sit down and says "dow," it does not clearly realize the relation which you and I understand under that word, but merely has a mental picture of you in the position of sitter.

In these first attempts to use our speech the child's mind is innocent of grammatical distinctions. These arise out of the particular uses of words in sentence structure, and of this structure the child has as yet no inkling. If, then, following a common practice, I speak of a child of twelve or fifteen months as *naming* an object, the reader must not suppose that I am ascribing to the baby mind a clear grasp of the function of what grammarians call nouns (substantives). All that is implied in this way of speaking is that the infant's first words are used mainly as recognition signs. There is from the first, I conceive, even in the gesture of pointing and saying "da!" a germ of this naming process.

The progress of this first rude naming or articulate recognition is very interesting. The names first learned are either those of individuals, what we call proper names, as mamma, nurse, or those which, like "bath," "wow-wow," are at first applied to one particular object. It is often supposed that a child uses these as true singular names, recognizing individual objects as such; but this is pretty certainly an error. He has no clear idea of an individual thing as yet; and he will, as occasion arises, quite spontaneously extend his names to other individuals, as we see in his lumping together other men with his sire under the name "papa."

The Secret of the Roman Oracles. Atlantic Monthly, March, 1895.

An instructive and interesting paper on the methods employed in ancient Roman divination.

The New Reign in Russia. By VICTOR YARROS, in The Chautauquan, March, 1895.

In the matter of education, the field of reform is infinite. In the villages, the farcical schools now controlled by the ignorant and overworked priesthood have to be replaced by schools properly so-called, and the number of them has to be increased enormously. A reform government can not fear the spread of elementary education. The illiteracy of rural Russia is a disgrace to the government. Owing to the dread of revolutionary propaganda, the number of high schools and gymnasia has been kept down, and education made too expensive to be within the reach of the poor. Finally, the universities have been deprived of their autonomy, and the students subjected to military discipline and surrounded by vexatious and petty regulations. This policy would have to be reversed. Russia needs more educated citizens, not less, and the interests of a progressive ruler would not conflict with this national need. The anti-education measures have affected the young women of Russia even more injuriously than the young men. Higher education, and the opportunities of qualifying themselves for the practice of the liberal professions, have been withheld from them, and hundreds have had to go abroad to study medicine since the closing of the medical school for women in St. Petersburg. Of late there has been some talk of reopening it, but the conditions it is proposed to impose would exclude those who need it most and who would prove most useful to society as workers.

A Glimpse of Cuba. By JAMES KNAPP REEVE. Lippincott's magazine, March, 1895.

A bright, readable sketch of travel of special interest just now for "Current Topic" classes by reason of the disturbances in that island.

Student Honor and College Examinations. Professor W. LE CONTE STEVENS, Forum, February, 1895.

It is probably within the truth to say that shortly before the beginning of every summer vacation a majority of those who are engaged in the work of instruction, whether in colleges or preparatory schools, have their attention called, directly or indirectly, to cases of dishonesty in examination. The evil is widespread, but in college at least it may now be confidently said to be diminishing. Probably it will never wholly cease so long as periodic written examinations continue in vogue, nor, indeed, so long as students are subjected to any kind of examination whatever. In civil life, courts of justice and prisons are as necessary to-day as they were in the day when Roman law was becoming formulated as a basis for future codes. Human nature among students is substantially what it was and is among their parents. The virtue of truthfulness is praised in the abstract, but truth is so commonly sacrificed in the pursuit of profit that in certain kinds of business its violation is assumed as a matter of course, and strict integrity is looked upon as

the characteristic of a simpleton. Students are not superior to the world around them; they cannot be held to a standard superior to that of society at large.

There is much unanimity of opinion that the only effective means of securing general honesty in examinations is the development of high moral tone in student society. If the disposition is manifested to treat every student as an honorable gentleman just so far as he warrants this assumption, then in most cases the disposition to cheat is taken away. To repose a trust produces generally a desire to honor that trust. The sooner such mutual confidence is developed as may warrant the complete withdrawal of espionage, the better it is for all. At both Cornell and Princeton universities the experiment has been begun, within the last two years, of leaving the students themselves the control of all cases of discipline necessitated by human weakness in examination. The same plan has been carried out for many years in the South Carolina College, the Universities of Georgia and Virginia, and many other Southern colleges. It has but lately been introduced in a modified form into the University of California. At Williams College, last summer, the faculty responded favorably to a proposition of the sophomore class to permit the experiment to be tried at least with this class during the coming scholastic year.

Why we need a National University. Professor SIMON NEWCOMB. North American Review, February, 1895.

The idea of founding a great university at the seat of government of the United States is as old as the Constitution. The subject was considered by the makers of that instrument, and it may fairly be inferred from the debates that it was dropped only because, under the clause relating to the District of Columbia, Congress had ample power to found a university. Washington took such interest in the project that he bequeathed to the nation in aid of it a sum which at that time appeared munificent, and which would have insured its successful foundation had the fund been securely and profitably invested. It is even said that he selected, on the banks of the Potomac, as a site for the institution, a hill which was afterward occupied by the old Naval Observatory. Presidents have formally recommended the measure, and philosophers and statesmen have shown its expediency. Yet we have entered upon the second century of our national existence without its having advanced beyond the preliminary stage of a bill before Congress. A national university at Washington seems to me one of the most pressing of our public needs, and one which would long since have been supplied had not strong reasons in favor of doing so been very generally overlooked.

In the March *Harper's Monthly*, Charles Dudley Warner, in the *Editor's Drawer*, continues his keen and suggestive treatment of certain phases of our educational system. This month the topics first considered is the lamentable increase in ignorance of the Bible among school and college students. The ultimate cause of this he finds in the lack of consideration now shown the Bible in the homes of the land. The real remedy must be found there. The study of the Bible as literature in colleges and universities will only

prove a palliative. The second topic discussed is that our systematical education does not adequately provide for the training of the organ that is to acquire and assimilate the knowledge. In this connection there is a brief description of a very interesting system of mind-training, or concentrated attention, as practised by Miss Catherine Aiken in her girl's school in Stamford, Conn.

Scientific Method in Board Schools. By H. E. ARMSTRONG, F. R. S.. Popular Science Monthly, March, 1895.

Biological Work in Secondary Schools. By A. J. McCLATCHIE, Popular Science Monthly, March, 1895.

The first thing that all beginners must learn is to see a thing just as it is. The best stimulus to seeing accurately comes through expressing what has been seen. This expression should be required of the pupils in three forms: Drawing, notes, and oral discussions. Along with this mental development must also go a moral development. Seeing accurately is only seeing the thing as it actually is—that is, seeing the truth; and drawing and describing are only stating the facts, or telling the truth. Here is where the temptations lie. An indolent or careless pupil finds telling the exact truth with his pencil point to be arduous, and is tempted to distort or only partially represent the truth. But accuracy of expression must be a constant drill in truthfulness.

What Psychical Research has Accomplished. By FRANK PODMORE, North American Review, March, 1895.

Competitive Examinations in China. By T. L. BULLOCK, Littell's Living Age, Aug. 25, 1894. (Reprinted from The Nineteenth Century.)

A full and interesting account of a unique educational custom; has a bearing on civil service reform as well as education. Few are familiar with the Chinese system, or know that they have a system. The plan by which they examine six or eight thousand students at a time will be read with attention, mixed not a little with amazement.

The New York Common Schools. By STEPHEN H. OLIN, Harper's Magazine, March, 1895.

The Direction of Education. By N. S. SHALER, Atlantic Monthly, March, 1895.

The Want of Economy in the Lecture System. Profesfor JOHN TROWBRIDGE. The Atlantic Monthly, January, 1895.

Holds that the lecture as a means of giving instruction is pretty much a waste of time and that it ought to be supplanted by the laboratory method; deals with the question only from the point of view of the teacher of science; calls attention to an undoubted evil, but probably goes too far the other way.

Studies of Childhood. By Prof. JAMES SULLY. Psychological and Theological Ideas. Popular Science Monthly, January, 1895.

School Ethics. By H. C. BLACKWOOD COWELL.—*Id.*

Schoolroom Ventilation as an Investment. By G. H. KNIGHT.—*Id.*

Four pages to say that such ventilation does not exist and is not considered a profitable investment. Alas! we knew it already.

FOREIGN NOTES.

SUCCESS IN LIFE

The Schoolmaster, (London) Feb. 9, 1895

The head master of Harrow has been giving the members of the Working Men's College, Great Ormond street, some sound advice on "Success in Life." Said Dr. Welldon:

The question often arose in his mind how it was that learning, when tested by examination and guaranteed by certificate, was so far from being an infallible promise of success in life. When he looked back it struck him with something like astonishment that a half, or rather much less than a half, of the capable students he knew at school or college had risen, or were likely to rise to any sort of eminence in life, while, on the other hand, among those who were now doing the best work in the world, there were not a few who, in the days of college life, were not distinguished at all, who won no prizes, and who received no intellectual hall mark. And the conclusion to which he was driven was that success in life was the resultant of a good many factors, of which learning was only one, and perhaps not the chief. Among the qualities which made for success there was no doubt that the first was character, and by character he did not mean that one should keep within the bounds of social etiquette and propriety; he meant that one's life should be far higher, far more conscientious than that. He was in the habit of saying to his boys when they left Harrow, "Whether you are very clever or very popular does not matter very much, but if it is known about you that you would not for any consideration in the world depart, by a hair's breadth, from the strict line of honour, then there is nothing too hard for you in life." Above all things, let them avoid cynicism, for a cynic and a sinner were not far apart, and he who was disposed to find faults in others was apt to commit faults himself, a form of conceit which was borne in upon members of his profession, and he suggested with diffidence that the affection of parents for their children was sometimes a form of conceit. One more fact of success in life he would allude to—it was that in the conduct of life they should practise methodical business-like habits. It could not have escaped their attention that a man who was always overworked generally did very little, while the man who did most had most leisure. The difficulty lay not in knowledge or industry, but in method, and if they found a man who was always overdone they might be pretty sure that he was not doing much.

THE COLLEGES OF OXFORD, AND AGRICULTURAL DEPRESSION

Educational Times, (London,) Feb. 1, 1895

At a recent meeting of the Royal Statistical Society, a paper was read by Mr. L. L. Price, on "The Colleges of Oxford, and Agricultural Depression." The accounts of the Oxford and Cambridge Colleges have been published year by year for some time past, and in Mr. Price's paper the accounts of the Oxford Colleges for the years 1883-93 were brought under review. The gross external receipts of the colleges were in 1893 some £11,000 less than in 1883, and the net external receipts some £13,000. Though the